



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 3**

---

**Fall 2007**  
**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

*The Grade 3 Functional Independence English Language Arts Assessment* was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 Grade 3 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

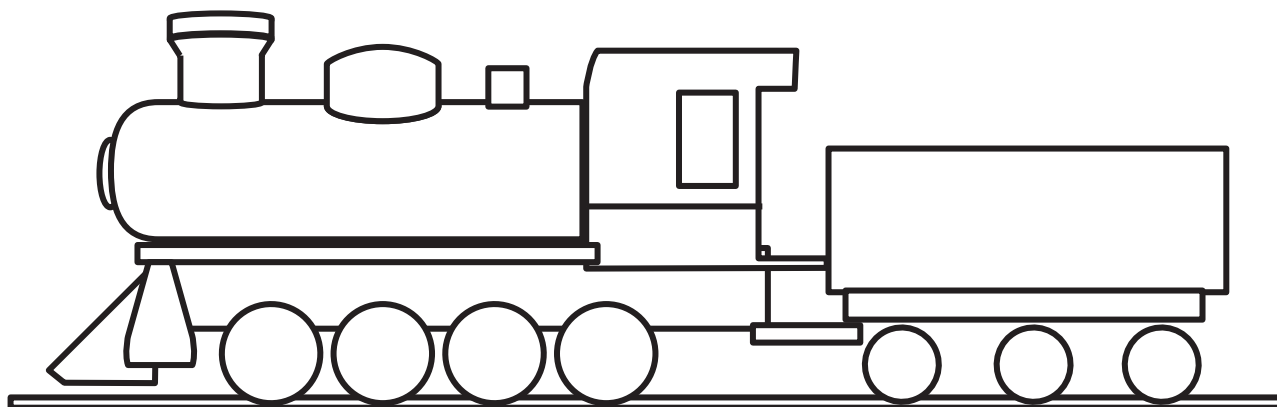
Copyright© 2007, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

**PART 1**

**ACCESSING PRINT - WORD RECOGNITION**

**DIRECTIONS:** Look at the picture. Then, choose the word that **BEST** tells about the picture.



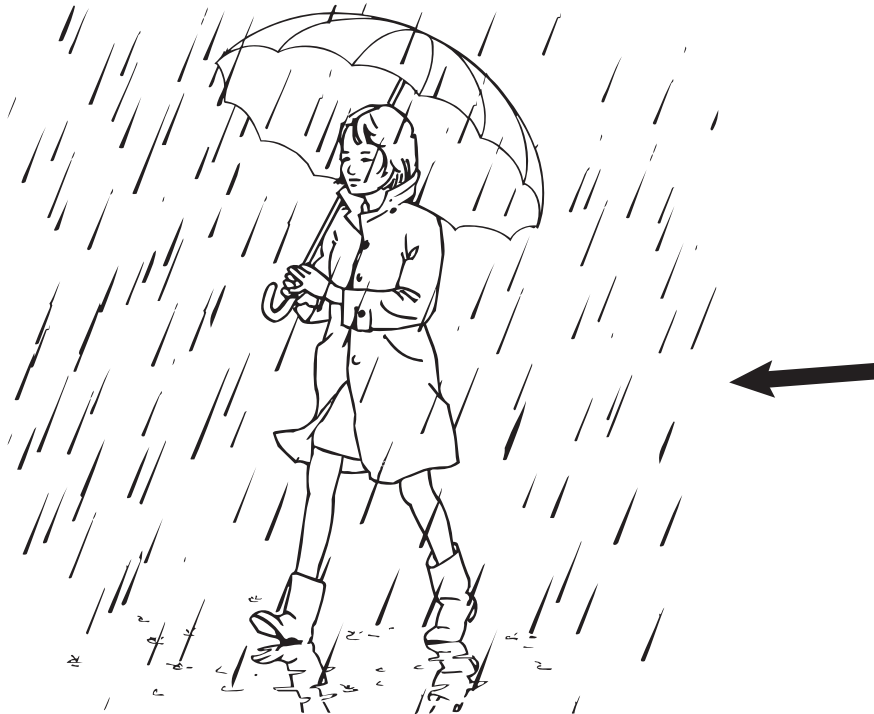
**R1** This is a \_\_\_\_\_.

- A** cave
- B** train
- C** dollar



**R2** This is a \_\_\_\_\_.

- A** bedroom
- B** basketball
- C** backpack

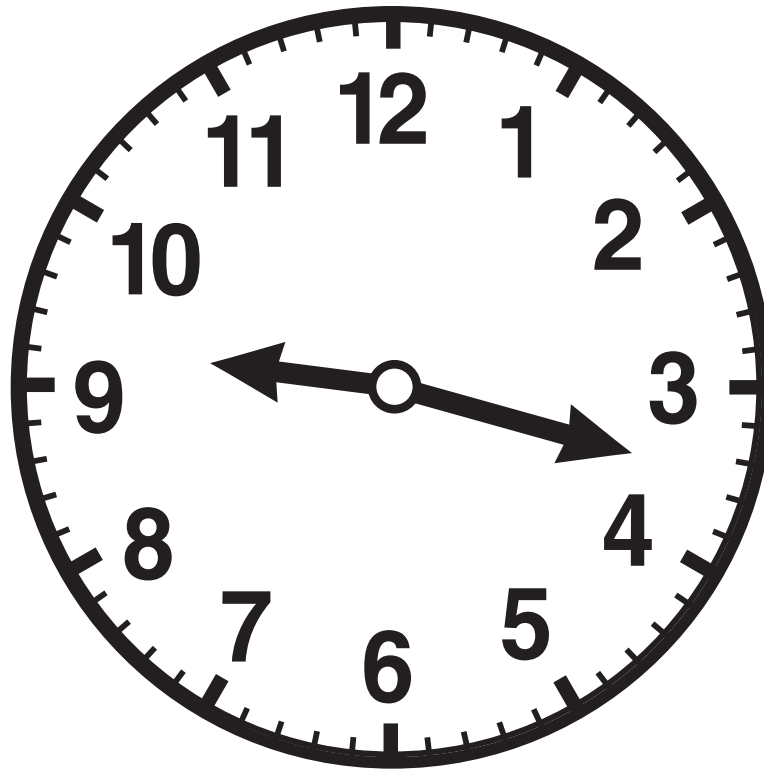


**R3** This is \_\_\_\_\_.

**A** snow

**B** mud

**C** rain



**R4** This is a \_\_\_\_\_.

- A** desk
- B** pencil
- C** clock



**Do Not Continue.**







**Do not continue until instructed to do so.**



## **PART 2**

### **ACCESSING PRINT - TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Released Passage****Going to the Beach**

Rosa and Pam met at school. They became good friends right away.

One day, Rosa asked Pam to go to the beach with her family.

"I'd love to!" Pam said. She was very happy.

First, Pam had to ask her mother.

That night at dinner, Pam said, "Mom, may I go to the beach with Rosa and her family?"

"That sounds like fun!" Mom said. "But I would like to talk to Rosa's mother before I give you an answer. I'll call her after dinner, okay?"

"Okay, Mom."

Later that evening, Pam's mother called Rosa's mother. They talked for a while about the trip to the beach. Pam's mother learned which beach they would be going to and how long they would be there. When Pam's mother learned all she needed to know, she decided that it would be all right for Pam to go to the beach with Rosa and her family.

Mom told Pam to make a list of the things she would need to bring to the beach. This is Pam's list.

<input type="radio"/>	Things to bring to the beach:
	1. bathing suit
	2. towel
	3. shorts
<input type="radio"/>	4. t-shirt

**R5** In this passage, where did Rosa and Pam become friends?

- A** at the park
- B** at school
- C** at the pool

**R6** In this passage, Rosa is Pam's

- A** mother.
- B** sister.
- C** friend.

**R7** In this passage, why was Pam happy?

- A** Rosa asked her to go to the beach.
- B** Pam liked the list she made.
- C** Pam's mother made her favorite meal for dinner.

**R8** This list will **probably** help Pam

- A** learn how to swim.
- B** write a report for school.
- C** remember what to bring.

**R9** In this passage, why does Pam's mother want to talk to Rosa's mother?

- A** to find out what Rosa and her family are having for dinner
- B** to find out more about the trip to the beach
- C** to find out how Rosa and Pam became friends

**R10** In this passage, who told Pam to make a list?

- A** Rosa
- B** her mother
- C** her teacher

**R11** Which of these things should Pam add to the list?

- A** a pair of sandals
- B** a set of dishes
- C** a winter hat



**Do Not Continue.**







**Do not continue until instructed to do so.**



## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** What do you like to do on the weekends? Describe the activities you like to do and tell why you like them. Be sure to include details and examples in your response.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**

## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 3 assessment will measure Grade 2 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>Part 1 - WORD RECOGNITION</b>	
R1	R.WS.02.FI.EG05	Recognize frequently encountered words	B
R2	R.WS.02.FI.EG05	Recognize frequently encountered words	C
R3	R.WS.02.FI.EG05	Recognize frequently encountered words	C
R4	R.WS.02.FI.EG05	Recognize frequently encountered words	C
		<b>Part 2 - TEXT COMPREHENSION</b>	
		<b>Functional Passage</b>	
R5	R.CM.02.FI.EG03	Identify main ideas and details	B
R6	R.CM.02.FI.EG03	Identify main ideas and details	C
R7	R.CM.02.FI.EG03	Identify main ideas and details	A
R8	R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	C
R9	R.CM.02.FI.EG03	Identify main ideas and details	B
R10	R.CM.02.FI.EG03	Identify main ideas and details	B
R11	R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	A
		<b>EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.02.FI.EG01	Write/draw personal narrative	4





Michigan Department of Education  
Office of Educational Assessment and Accountability  
Assessment for Students with Disabilities Program  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(517) 241-4416  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)